



## Coaching Resource

***Special  
Olympics***  
Newfoundland  
& Labrador



## Who We Are

Congratulations! You have decided to embark on an exciting and rewarding path, volunteering with Special Olympics Newfoundland and Labrador (SONL).

Special Olympics NL would not exist today - and could not have been created - without the time, energy, commitment, and enthusiasm of people just like you, hundreds of individuals who choose to take a little time from their busy schedule to make the world a better place.

Remember the mentor, teacher or coach who made a difference in your life? The coach who gave you the courage and determination to excel and shaped your performance and character? You can be that person in someone else's life.

You don't need a sport background to volunteer with SONL. All you need is enthusiasm for helping empower people with intellectual disabilities through sport. Many volunteer positions are available including coaching roles head coach, assistant coach, program leader and operational volunteer and/or administration roles.

Our programming is run on a daily basis by each of our local clubs. Each of our clubs have an executive who oversee the programming and the direction of the club, as well as responsible for These clubs are spread around our great province, from Labrador City, to Stephenville to St. John's.

## Our Mission

Special Olympics Newfoundland and Labrador is dedicated to enriching the lives of Newfoundlanders and Labradorians with an intellectual disability through sport.

## Our Vision

Our vision is that sport will open hearts and minds towards people with intellectual disabilities and create inclusive communities all across Canada.

## Our Values

### EMPOW E RMENT

We create opportunities to pursue full potential

### E X CELLENCE

We elevate standards and performance

### RESPE C T

We operate in an environment of cooperation, collaboration and dignity

### DIV E RSITY

We honour what is unique and individual

### INC L USION

We foster inclusive communities

## Table of Contents

Coaching Courses for Special Olympics.....	1
Online Volunteer Orientation Course Registration Information.....	2
About Special Olympics .....	3
Language Guidelines .....	4
Interacting With Special Olympics Athletes .....	5
Boundaries .....	7
Athlete Needs, Observable Behaviours, and Selected Implications for Instruction.....	9
Description of Common Behaviours and Recommended Accommodations .....	16
Autism .....	22
Athletes with Challenging Behaviours.....	25
Behavior is Communication .....	25
Strategies' for managing behaviour .....	26
In A Crisis.....	26
Tips for Starting the Practice on a Positive Note .....	28
Coaching Tips .....	29
Code of Conduct and Ethics .....	31

### Important Websites:

Special Olympics Canada- [www.specialolympics.ca](http://www.specialolympics.ca)  
Special Olympics International- [www.specialolympics.org](http://www.specialolympics.org)  
Special Olympics Newfoundland and Labrador- [www.sonl.ca](http://www.sonl.ca)  
Coaching Association of Canada and NCCP- [www.coach.ca](http://www.coach.ca)  
Coaching Newfoundland and Labrador- [www.coachingnl.ca](http://www.coachingnl.ca)

## Coaching Courses for Special Olympics

Special Olympics require all coaches to take certain coaching courses when they register to volunteer with the organization. These courses are there to provide new coaches/volunteers with the information necessary to carry out their roles in their respective program. The first three courses listed are the courses that need to be done first. The timelines for completion of these courses is listed next to each course. Failure to complete courses could result in a coach not allowed to attend a competition.

SONL will work with clubs/coaches to ensure that the coaches can obtain these courses in the time needed.

- 1) **Volunteer Orientation** (completed within one month of registering as a volunteer) Course can be found online at [www.solearn.ca](http://www.solearn.ca) and only takes approximately 45 minutes to complete.
- 2) **Special Olympics Competition Introduction** (Must be completed within first year of volunteering)  
Courses are held throughout the year. There will be notification on Facebook for upcoming course dates and locations.
- 3) **Making Ethical Decisions** (completed within first year of Volunteering)  
NCCP course; Check out [www.coach.ca](http://www.coach.ca) to register and find course offerings
  - a. Under coach training you will find multi sport tab, Making Ethical Decisions course information can be found there
  - b. Also check out [www.Coachingnl.ca](http://www.Coachingnl.ca) for course schedule of Making Ethical Decisions
- 4) **Sport Specific Courses** (completed within first 3 years of coaching)
  - a. For Sport Specific training reach out to Provincial Sport Body, i.e. for bowling coach you would reach out to NL 5 pin bowling association for course, for athletics you would reach out to NLAA
  - b. If any coach is interested in taking sport specific courses please reach out to your club coordinator and let them know. They will reach out to provincial office to help you get in contact with that sporting organization for the course.

### **Multi Sport Courses-NCCP courses** (Anytime)

1. NCCP offers a variety of multi sport courses that are beneficial to coaches. Some of the courses include practice planning, fundamental movements, nutrition to name a few. You will be able to find out when these courses are offered within the province by visiting [www.coachingnl.ca](http://www.coachingnl.ca) and checking out the course schedule section. If you have any questions about the courses, please reach out to your club coordinator.

## Online Volunteer Orientation Course Registration Information

Welcome to e-Learning at Special Olympics Canada!

This online e-learning site will provide training, certification, professional development and learning resources for registered Athletes, Coaches and Volunteers of Special Olympics Canada.

To get started, visit [www.solearn.ca](http://www.solearn.ca) click on the LOGIN button at the top right hand side of the page. If you do not currently have a learning account you will have the opportunity to create one or use your favorite email / social media platform to login.

Also, please visit [www.sonl.ca/get-involved/](http://www.sonl.ca/get-involved/) to find some volunteer resources and information

Instructions for Log In:

- 1) Create an account at <http://solearn.ca/login/index.php>
- 2) Follow the instructions in the registration confirmation e-mail that you will receive
- 3) Scroll down and click on Province/Territory
- 4) Click on Newfoundland & Labrador
- 5) Click on SONL Volunteer Orientation
- 6) Click on Enroll me

If you require assistance or have any additional questions, please do not hesitate to contact me.

*Mike Daly*

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Program Director

Special Olympics Newfoundland and Labrador

## About Special Olympics

### Special Olympics in Canada

- Special Olympics Canada is dedicated to enriching the lives of Canadians with an intellectual disability through sport.
- It is a national not-for-profit grassroots organization that provides sport training and competition opportunities for more than 42,500 athletes of all ages and abilities.
- More than 10,000 certified volunteer coaches are currently involved with Special Olympics programs every day in virtually every community nationwide.
- Special Olympics Canada has been part of a world-wide organization for 50 years.
- Special Olympics Canada National Games are held every two years, alternating between Summer and Winter Games with World Games being held in the year following National Games.
- Special Olympics Canada's programs are supported by corporate sponsorship, fundraising activities, government funding, individual donors and the involvement of volunteers in communities across the country.
- Special Olympics Canada is structured into regional, provincial and national programs and competitions. SOC athletes also have the opportunity to participate along with more than 180 other countries in Special Olympics World Summer and Winter Games alternating every two years
- 75% of all funds raised for Special Olympics Canada remain in the provinces where they are raised.

### Special Olympics Newfoundland and Labrador

- Special Olympics has been running programs in Newfoundland and Labrador since 1986.
- Over the past 31 years the organization has seen significant growth and currently serves over 700 athletes in 16 different communities across the province.
- It is estimated that at least 3% of the general population has an intellectual disability. That translates to over 11,000 individuals in Newfoundland and Labrador. Although over 700 athletes across this province are currently registered with Special Olympics, our goal is to ensure that all persons with intellectual disabilities are aware of our programs and are given the opportunity to benefit from participating in sport.
- Special Olympics Newfoundland and Labrador hosted its 2017 Provincial Summer Games in St. John's metro area from July 13-16.
- Team NL is selected following the Provincial Games. The Provincial Team will consist of athletes in the sports of Athletics, Bocce, Golf, Powerlifting, Rhythmic Gymnastics, Soccer and Swimming in the summer. Team NL in the winter is comprised of athletes competing Snowshoeing, Cross Country skiing, 5 pin bowling, Floor Hockey and Curling.

## Language Guidelines

Words matter. Words can open doors to enable persons with disabilities to lead fuller, more independent lives. Words can also create barriers or stereotypes that are not only demeaning to persons with disabilities, but also rob them of their individuality.

The following language guidelines have been developed by experts in developmental disabilities for use by anyone writing or speaking or referring to people with disabilities, to ensure that everyone is portrayed with individuality and dignity.

### Appropriate Terminology:

- A person **has an intellectual disability** rather than is suffering from, afflicted with, or a victim of an intellectual disability.
- Always use people-first language, placing the person before the disability (e.g. person with an intellectual disability not “the intellectually disabled” or the “intellectually disabled person”).
- Distinguish between adults and children with an intellectual disability. Use adults or children, or older or younger athletes. Never generalize as kids.
- **Down syndrome** has replaced “Down’s syndrome”.
- Refer to participants in Special Olympics as **athletes**. In no case should the word appear in quotation marks.
- The words “Special Olympics” are never written without the “s” at the end of “Olympics” i.e. Special Olympics programs, Special Olympics athletes, Special Olympics Games, etc.

### Terminology to Avoid:

- Refer to the person’s disability only when it is relevant and necessary.
- **Do not** use the label kids when referring to Special Olympics athletes. Adult athletes are an integral part of the program.
- Do not use the adjective unfortunate when talking about persons with an intellectual disability. Disabling conditions do not have to be life defining in a negative way.
- **Do not use the word “the” in front of Special Olympics** unless describing a specific Olympics event or Games.
- Do not sensationalize the accomplishments of persons with disabilities. While these accomplishments should be recognized, beware of the negative impact in referring to the achievements of people with a physical or intellectual disability with excessive hyperbole.
- Do not overuse the word “special” when talking about persons with an intellectual disability. The term is distancing and describes that which is different about a person. Focus on the athlete’s accomplishments and goals.

### Proper Commonly Used Words/Terms:

- **Person(s) with a disability**, not disabled, handicapped, crippled
- **Person who has.... or Person with**, not crippled by, afflicted with, suffering from, victim of, deformed
- **Person who uses a wheelchair**, not confined, bound, restricted to, dependent on a wheelchair
- **Person who is deaf, hard of hearing**, not deaf and dumb, deaf mute, hearing impaired
- **Person with a developmental disability**, not retarded, mentally retarded
- **Person with a physical disability**, not physically challenged
- **Person with a mental illness, Person who has schizophrenia, Person who has ...**, not Mental patient, mentally ill, mental, insane
- **Person with a learning disability**, not learning disabled, learning difficulty
- **Persons who are visually impaired, blind**, not Visually impaired (as a collective noun)
- If in doubt, **ask**. Most people with a disability will be more than willing to help you.

## Interacting With Special Olympics Athletes

Special Olympics is one of the most exciting movements today, combining sports with the opportunity to interact with athletes with intellectual disabilities. All of us vary in our experience level with Special Olympic athletes. The suggestions below are meant to help you feel more comfortable in your interactions.

- 1) People with intellectual disabilities and people without intellectual disabilities are more alike than different. Athletes with intellectual disabilities learn at a slower pace; however they do learn. Athletes with intellectual disabilities experience the same likes, dislikes, pressures, insecurity, and affronts to their dignity as any other person does. Working with people with intellectual disabilities usually requires no specialized training. Good sensitive human relations are the basics to working successfully with athletes with intellectual disabilities. If you are unsure how to respond to a Special Olympics athlete, ask yourself how you would want someone to treat you.
- 2) A common misconception is that Special Olympics athletes need to be talked down to or talked to as if they were very young children. While athletes' reasoning abilities may be delayed, talk with them and treat them according to their age.
- 3) Both children and adults participate in Special Olympics. Always refer to Special Olympics participants as athletes rather than kids. Special Olympics does not, at the request of the United Stated Olympic Committee, use the term Olympians.
- 4) Using appropriate body language makes any conversation with athletes and coaches more positive. Maintain eye contact to let the person know you are interested. Keep an open body posture, arms by your side or in your pocket. Incline your head toward the person. Closed arms and leaning away from a person created a closed or unfriendly position or atmosphere.
- 5) Be yourself. Use your normal voice and give support, but try not to over praise. Don't exaggerate the accomplishments of athletes. Special Olympics athletes will gain the most from being judged fairly and without overstatement.
- 6) Most athletes you'll meet are very friendly and enjoy your attention. Along with fun, we encourage behavior that is appropriate to athletic events. ***If you have any questions, just remember that behavior that is not appropriate for persons without intellectual disabilities is not appropriate among persons with intellectual disabilities. Appropriate behavior and sportsmanship are two skills emphasized in Special Olympic training.*** Reinforce them whenever possible. Please do not interfere if a coach is disciplining an athlete. If you have a question, ask the coach when it is convenient and out of hearing distance from the athlete.
- 7) Athletes thrive on receiving encouragement, but let them take the lead as to what type of recognition they are comfortable with (pat on the back, high five, handshake, etc). You should also be comfortable setting your own limits and should caution an athlete if an action makes you feel uncomfortable, as well.
- 8) As a volunteer, you will want to do everything you can to respect the dignity of the athletes that you will meet. Respecting dignity and being sensitive to cultural differences is probably as important as anything you will do at the Games.



- 9) When approaching an athlete, always ask if they need assistance before giving any.
- 10) If working with an athlete who is visually impaired, always identify yourself by name to announce your presence. Allow them to take your elbow with their hand (do not grab theirs). In a calm, normal tone, describe the area to them being aware of people and things on either side. When sitting down, take the individual's hand and place it on the back of the chair, telling them which way the chair is facing; they will seat themselves.
- 11) If working with an athlete who is hearing impaired, understand that there is a wide range of hearing losses. Do not shout or exaggerate your speech, as this does not help with communication. To get a person's attention, call their name. If you do not get a response, lightly touch their arm or shoulder. Always make direct eye contact and keep your face and mouth visible at all times.
- 12) Whenever possible, always deal directly with the athlete. Direct all questions, comments or concerns directly to the individual and do not hesitate to ask an athlete for advice. We learn together.
- 13) As you perform your volunteer duties, don't be afraid to ask coaches or other volunteers for help if you see a problem occurring.

Relax, enjoy yourself and have fun! This will be one of the most memorable experiences of your life. Get to know as many athletes and coaches as you can. The more people you see and meet, the more you (and they) will enjoy the Games.

Thank you for sharing your time to provide Special Olympics athletes from all over the state, a world class competition and the experience of a lifetime.

## Boundaries

Special Olympics are committed to providing a safe place where people with an intellectual disability can enjoy the physical and social benefits of sport and competition. We are proud of the fact that so many athletes with intellectual disabilities look forward to coming to Special Olympics as an important part of their life's routine. Special Olympics is not however immune to the tragedy of abuse.

The information in the following section is to ensure that all volunteers who provide support understand the boundaries required and procedures if abuse is suspected or reported. All Special Olympics programs have extensive screening processes in place for all volunteers. We hope that by sharing this information we can educate you and help us to ensure that Special Olympics is a place where people with intellectual disabilities can come and feel secure, safe and well supported.

### BOUNDARIES AND WHY THEY ARE NECESSARY

As part of the process of learning boundaries, generally people with disabilities need those who provide support to them, either in paid or volunteer capacity, to establish boundaries in firm, clear and consistent manner. Learning will happen if all those in positions of trust communicate in a warm but firm way, that there are boundaries that should not be crossed when in a relationship with one another.

By taking on the role of a volunteer, you must understand that you are assuming a role that is inherently power based. Without question, this role also comes along with the dual role of mentor but there are boundaries in this relationship.

Volunteers should refer to themselves as volunteers, and athletes should be encouraged to use the word volunteer or coach. As a volunteer for Special Olympics, the most important thing to remember is never put yourself at risk. The following outlines some boundaries that will help avoid placing yourself in a vulnerable position.

### PHYSICAL BOUNDARIES

Physical touch is a necessary part of sport. It is arguably also an essential part of coaching. Even here, however, there need to be clear boundaries. Volunteers will never touch private body parts, stroke an athlete's hair, or kiss an athlete on the mouth.

Physical touching in coaching, however, falls into two categories. The first is regarding touch that is used for encouragement or affection. However, there should be clear rules regarding this form of touch. The second is regarding touch that is used while teaching or instructing an athlete on how to maximize their potential in their sport. Some touch is necessary to teach stances, movements and techniques. Always ask an athlete before touching them.

### AFFECTIONATE BOUNDARIES

Volunteers are people and people develop attachments when in regular contact with others. During the course of volunteering with Special Olympics, it is considered inappropriate for volunteers to develop loving relationships with those in their care.

## Information

The role of coach and volunteer is a powerful one and there is the need for trust between volunteer and athlete. It is important to remember that a volunteer is not a therapist or counselor.

It is also important to know that people with intellectual disabilities are often very comfortable with sharing personal information due to a lack of understanding about boundaries and about safety.

Therefore it is important that personal information that an individual wishes to share be directed to a more appropriate time, place and person. Disclosure of abuse is the only exception.

## SPACE BOUNDARIES

Sometimes athletes and volunteers will be sharing the same space, for example bunking together with the team in a large shared space (gym, schoolroom, etc.). In these circumstances, it is important that the volunteers think about boundaries and create space that allows for privacy for both the athletes and themselves.

## DISCLOSURE OF ABUSE

Tragically, people with disabilities are the most victimized group in our society. The relationship between an athlete and volunteer is one of trust. In the context of this relationship, a person with an intellectual disability may disclose abuse. Unlike the inappropriate sharing of personal information, the volunteer here is encouraged to inform their District contact when abuse is suspected or reported.

It is important that you note that these guidelines do not stop or interfere with volunteer activities. They do not “outlaw” warm relationships, friendly interactions or fun times. But they do seek to establish boundaries within which volunteers and athletes can feel safe and secure.

People with an intellectual disability need a place to go where they can have fun and enjoy the physical and social aspect of participating in sport and by educating you as the volunteer we hope to make Special Olympics this safe place. These guidelines will also result in the power being given back to the athlete.

## HARASSMENT

The term harassment is defined as any unwanted advances, requests for favors (sexual or otherwise), or other verbal or physical conduct of a harassing nature, or which is demeaning to a person. These actions are considered harassment when submission to or acceptance of that conduct is made explicitly, implicate a condition of a person’s employment, or when the conduct creates an intimidating, hostile or offensive environment for our members and staff.

It is the policy of SONL to prohibit harassment of our members or staff. This policy encourages the reporting of all incidents of harassment experienced by any individual who either works for or is a member of SONL. SONL is committed to promoting equality within the organization by taking all reasonable measures to prevent such incidents and to deal promptly and fairly with any reports of harassment in a confidential and discreet manner.

This does not preclude the reporting of harassment complaints to the Newfoundland & Labrador Human Rights Commission, or if the matter is perceived to be of a criminal nature, to the police.

# Athlete Needs, Observable Behaviours, and Selected Implications for Instruction

## Learning/Cognitive Needs

LEARNING/COGNITIVE NEEDS: OBSERVABLE BEHAVIOURS	SELECTED IMPLICATIONS FOR INSTRUCTION
<p>1. Difficulty in comprehending word meaning and following directions.</p> <p><b>Observable Behaviours</b></p> <p>Poor vocabulary. Slower rate of learning. Poor sensory integration (perceptual problems in receiving and processing information).</p>	<ul style="list-style-type: none"> <li>A. Use vocabulary level appropriate for athlete.</li> <li>B. Keep the time between input and athlete response short.</li> <li>C. Vary verbal and nonverbal communication in instruction, assisting, prompting, and fading as needed.</li> <li>D. Use demonstrations with verbal cueing in instructing the task.</li> <li>E. Use peer modelling or a "buddy system."</li> <li>F. Be concise, consistent, short in giving directions.</li> <li>G. Start with single teachable tasks, add and sequence tasks gradually.</li> <li>H. Use prompt positive reinforcement to provide athletes with knowledge of results.</li> <li>I. Provide structured, concrete, motor experiences for athletes to gain concepts of differences in time, space, colour, numbers, and direction.</li> <li>J. Plan small group (1 to 3) and proceed to larger group discussions on a gradual basis.</li> <li>K. Support attempts to ask questions, seek help and assistance on tasks.</li> <li>L. Provide repetition and practise in a variety of instructional activities, correlation word concepts and motor skills.</li> </ul>

LEARNING/COGNITIVE NEEDS: OBSERVABLE BEHAVIOURS	SELECTED IMPLICATIONS FOR INSTRUCTION
<p>2. Difficulty in attending to the task.</p> <p style="text-align: center;"><b>Observable Behaviours</b></p> <p>Short attention span Easily distracted by sound and visual stimuli and nearness to others Hyperactive Low Frustration Levels Unwilling to attend to task, make decisions about tasks, follow through and complete tasks</p>	<p>A. Use highly structured activities to keep athlete attentive, make decisions about task to be accomplished, and maintain athlete's attention until task is completed.</p> <p>B. Use controlled change when shifting from one task activity to another, or when changing athlete's location.</p> <p>C. Structure success-oriented steps that are achievable by the athlete.</p> <p>D. Define the physical limits for teaching and learning activities and reduce or eliminate distractions.</p>
<p>3. Difficulty in memory and generalization skills</p> <p><b>Observable Behaviours</b></p> <p>Poor recall and retention skill</p> <p>Lack of ability to transfer and generalize skills learned to other situations or for functional use.</p>	<p>A. Use highly structured sequential instruction program</p> <p>B. Deliberately plan and schedule for repetition and practise of skills learned in situations outside of the gymnasium (pool, track, etc), particularly in the home with classroom learning</p> <p>C. Use shorter and more frequent practice periods during the available time in the yearly program.</p> <p>D. Structure sequential tasks that build upon the initial task (chaining and shaping).</p>

## Social/Emotional Domain

SOCIAL/EMOTIONAL NEEDS: OBSERVABLE BEHAVIOURS	SELECTED IMPLICATIONS FOR INSTRUCTION
<p>1. Overly aggressive, inappropriate and inconsistent behaviours.</p> <p><b>Observable Behaviours</b></p> <p>Aggressive toward others. Disruptive to others. Lacks self-control, impulsive. Refuses to cooperate. Easily distracted. Poor listening skills, (interrupts). Does not attend. Lacks consistency of behaviour with others. Disrespectful and defiant. Irrelevant responsiveness. Low frustration level, impatient. May have low self-esteem. Easily angered. Fights, refuses to work with others.</p>	<p>A. Be concise, consistent, and do not give lengthy directions.</p> <p>B. Limit the length of work periods.</p> <p>C. Structure success-oriented tasks in small sequential steps that are achievable by the athlete.</p> <p>D. Provide instruction in relaxation exercises.</p> <p>E. Reinforce appropriate behaviours promptly.</p> <p>G. Encourage peer reinforcement and planned ignoring of inappropriate behaviours.</p> <p>H. Reduce sound and visual distractions.</p> <p>I. Define limits of behaviour, set consequences and reinforce consistently.</p> <p>J. Use contraction or contingency management (reinforcers must be appropriate for age)</p> <p>K. Set up a reinforcement schedule and document change of behaviours over time.</p>

SOCIAL/EMOTIONAL NEEDS: OBSERVABLE BEHAVIOURS	SELECTED IMPLICATIONS FOR INSTRUCTION
<p>2. Anxious, tense, afraid to be involved, defensive behaviours</p> <p><b>Observable Behaviours</b></p> <p>Unwilling to accept exercises/drills etc. Lacks responsibility to complete tasks. Protects self from embarrassment in front of peers, coach. Avoidance behaviours. May exhibit "I don't care" attitude. Wastes time during practise. Misses practises.</p>	<ul style="list-style-type: none"> <li>A. Structure success-oriented tasks in small sequential steps that are achievable by the athlete.</li> <li>B. Identify athlete preferences and interests in activities and related motor skills</li> <li>C. Define limits of behaviour, set consequences, and reinforce consistently</li> <li>D. Use planned ignoring when behaviour will not cause serious problems on a short-term basis.</li> <li>E. Use prompt, positive reinforcement for behaviours</li> <li>F. Use contraction or contingency management (something to look forward to)</li> <li>G. Give choices of activity participation</li> <li>H. Set up a reinforcement schedule and document change of behaviours over time.</li> </ul>
<p>3. Withdrawn, disinterested behaviours</p> <p><b>Observable Behaviours</b></p> <p>Lacks motivation. Does not respond when spoken to. Inconspicuous in practise. Fails to talk even when skill to talk is developed. Plays alone majority of the time. Lacks interpersonal skills with peers to play and participate in activities and games. May appear confused.</p>	<ul style="list-style-type: none"> <li>A. Structure success-oriented tasks in small sequential steps that are achievable by the athlete</li> <li>B. Use group tasks requiring specific assignment such as co-operation sharing, taking turns, and accepting responsibilities.</li> <li>C. Define guidelines for behaviours, and provide time and place for athlete to be alone.</li> <li>D. Identify athlete preferences and interests in activities and relate skill tasks to those activities</li> <li>E. Encourage conversation and discussion among peers on a one-to-one or small group basis.</li> <li>F. Use contracting or contingency management.</li> <li>G. Assign a buddy to athlete</li> <li>H. Set up reinforcement schedule and document change of behaviours over time.</li> </ul>

SOCIAL/EMOTIONAL NEEDS: OBSERVABLE BEHAVIOURS	SELECTED IMPLICATIONS FOR INSTRUCTION
<p>4. Delayed personal-social development</p> <p><b>Observable Behaviours</b></p> <p>Lacks interpersonal skills, such as:</p> <ul style="list-style-type: none"> <li>○ making and keeping friends;</li> <li>○ sharing and taking turns;</li> <li>○ accepting responsibility in group for assigned tasks;</li> <li>○ seeking help or assistance from others; and,</li> <li>○ maintaining self-control</li> </ul>	<ul style="list-style-type: none"> <li>A. Identify athlete preferences and interests in activities and use as basis for selection of activities to teach the learning task.</li> <li>B. Encourage parallel activities and gradually plan structured associate and cooperative play situations.</li> <li>C. Define guidelines for behaviours, set consequences, and reinforce promptly and consistently.</li> <li>D. Provide encouragement in partner and small group situations.</li> <li>E. Provide structured group tasks, assign roles and responsibilities that athletes can achieve.</li> <li>F. P-. Use buddy system and peer modeling.</li> <li>G. G. Set up a reinforcement schedule and document change of behaviours.</li> </ul>



## Physical/Motor Domain

<b>PHYSICAL/MOTOR NEEDS: OBSERVABLE BEHAVIOURS</b>	<b>SELECTED IMPLICATIONS FOR INSTRUCTION</b>
<p>1. Slowed, delayed motor skill acquisition and physical development</p> <p><b>Observable Behaviours</b></p> <p>Lacks physical skills to play selected activities Low levels of performance in:</p> <ul style="list-style-type: none"> <li>○ fundamental motor skills;</li> <li>○ low physical fitness and endurance;</li> <li>○ poor postural control;</li> <li>○ irregular physical growth patterns;</li> <li>○ height;</li> <li>○ weight; and,</li> <li>○ body size.</li> </ul>	<ul style="list-style-type: none"> <li>A. Limit scope of objectives taught to those that are most functionally relevant</li> <li>B. Modify the difficulty of objective skill levels (entry and progress).</li> <li>C. Vary the level of acceptable achievement on objectives for individual athletes</li> <li>D. Structure success-oriented steps that are achievable by the athlete</li> </ul>
<p>2. Problem in developing and maintaining adequate levels of physical fitness</p> <p><b>Observable Behaviours</b></p> <p>Low levels of physical fitness:</p> <ul style="list-style-type: none"> <li>○ muscular strength and endurance;</li> <li>○ cardio respiratory capacity;</li> <li>○ flexibility; and,</li> <li>○ cardio respiratory endurance.</li> </ul> <p>Weight control problem Inactive, sedentary daily life</p>	<ul style="list-style-type: none"> <li>A. Emphasize and focus on selected physical fitness objectives suited to individual athlete's needs.</li> <li>B. Modify the difficulty of objective skill levels (entry progress) based on fitness demands</li> <li>C. Structure success-oriented steps that are achievable by the athlete.</li> </ul>

PHYSICAL/MOTOR NEEDS: OBSERVABLE BEHAVIOURS	SELECTED IMPLICATIONS FOR INSTRUCTION
<p>3. Physical impairments that pose movement and/or safety problems</p> <p><b>Observable Behaviours</b></p> <p>Low levels of tolerance for exercise stress.            Poor adaptation to environmental changes coupled with exercise stress.            Missing or impaired limbs.            Type and amount of drugs impact on exercise tolerance and /or environmental conditions during exercise.            Allergic conditions.</p>	<p>A. Modify rules for individual athlete(s) or entire group</p> <p>B. Vary the level of acceptable achievement on objectives for individual athletes</p> <p>C. Limit scope of objectives taught to those that are most functionally relevant</p> <p>D. Use periods of rest and relaxation and breathing exercises</p> <p>E. Limit periods of exertion, particularly in close settings and high heat and humidity</p> <p>F. Know the prior history of athlete's hypersensitivity to the conditions</p> <p>G. Practise safe methods of falling with or without prosthetic devices</p> <p>H. Use all medical resources (nurse, therapist, physician) available; rest and fatigue, drugs, sensitivity, type and amount of activity precautions.</p> <p>I. Use buddy or partner system as needed</p>
<p>4. Physical impairments may limit mobility range of motion, and varying degrees of dependence/ independence.</p> <p><b>Observable Behaviours</b></p> <p>Limitation in range of motion.            Poor postural patterns.            Varying degrees of dependence/ independence in performing tasks.            Inefficient travelling patterns.            Problems in accessibility relevant to mobility.</p>	<p>A. Limit scope of objectives taught to those that are most functionally relevant.</p> <p>B. Modify the difficulty of objective skill levels (entry and progress and/or class activities)</p> <p>C. Guarantee accessibility to instructional sites (for athletes with crutches, braces, wheelchairs, and other devices).</p> <p>D. Work with the physical and occupational therapist for assistance regarding: physical positioning and safety consideration for optimum learning management of wheelchairs, braces, and crutches.</p> <p>E. Maximize opportunities for physical independent mobility and range of motion.</p>

## Description of Common Behaviours and Recommended Accommodations

### Oral Expression

THEY MAY	ACCOMMODATIONS
<ul style="list-style-type: none"> <li>• Speak in single word statements or phrases only</li> </ul>	<ul style="list-style-type: none"> <li>• If you understand what they mean - great! If you don't understand, ask them to say it differently.</li> </ul>
<ul style="list-style-type: none"> <li>• Exhibit word retrieval problems and substitute words for words s/he is having trouble retrieving</li> </ul>	<ul style="list-style-type: none"> <li>• Help them calm down - and relax so they can find the words they want.</li> <li>• Come up with "signs" for common requests or concerns</li> </ul>
<ul style="list-style-type: none"> <li>• Exhibit bizarre patterns of language usage</li> </ul>	<ul style="list-style-type: none"> <li>• They may be bizarre to you but may make perfect sense to the athlete. Explain that you are having trouble understanding what they mean. Get a conversation going and the give and take should make their intent clearer.</li> </ul>
<ul style="list-style-type: none"> <li>• Imitate or repeat words incorrectly</li> </ul>	<ul style="list-style-type: none"> <li>• The accommodation is only necessary if you don't understand. If that is the case, ask them to pick a different word to tell you what they mean.</li> </ul>
<ul style="list-style-type: none"> <li>• Use gestures as a substitute for a word</li> </ul>	<ul style="list-style-type: none"> <li>• You learn what the signs or "gestures" mean!</li> </ul>
<ul style="list-style-type: none"> <li>• Have difficulty relating ideas in sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Break the sequences down into steps and learn them individually - then put them together after the steps have been mastered</li> </ul>
<ul style="list-style-type: none"> <li>• Have difficulty making self-understood to peers</li> </ul>	<ul style="list-style-type: none"> <li>• If one peer doesn't understand, ask others if they understand and would be willing to help 'translate'</li> </ul>
<ul style="list-style-type: none"> <li>• Contribute to discussion with off-task comments</li> </ul>	<ul style="list-style-type: none"> <li>• Again, it may seem 'off task' to you but very ON task to the athlete. Ask them how what they are saying fits the discussion. They will either explain it, or give insight into their thinking, or realize that they were off topic.</li> </ul>
<ul style="list-style-type: none"> <li>• Confuse words</li> </ul>	<ul style="list-style-type: none"> <li>• Help them use the correct term.</li> <li>• Be patient, give them an opportunity to formalize ideas</li> </ul>

## Listening Comprehension

THEY MAY	ACCOMMODATIONS
<ul style="list-style-type: none"> <li>Ask that questions be repeated</li> </ul>	<ul style="list-style-type: none"> <li>Repeat them. If it starts to take too much time, pair the athlete with another athlete who can provide modeling</li> </ul>
<ul style="list-style-type: none"> <li>Often say "what", or "huh", etc</li> </ul>	<ul style="list-style-type: none"> <li>Check for hearing issues.</li> <li>Switch from verbal instruction to visual demonstration of the task</li> </ul>
<ul style="list-style-type: none"> <li>Confuse the meaning of similar sounding words</li> </ul>	<ul style="list-style-type: none"> <li>Explain the difference between the words and try visual techniques instead of auditory</li> </ul>
<ul style="list-style-type: none"> <li>Fail to follow directions given verbally</li> </ul>	<ul style="list-style-type: none"> <li>Have them repeat directions back to you to verify understanding</li> <li>If failure to follow directions creates distractions for other athletes, have the athlete sit out or work with an assistant coach until you can determine the reason for not following directions originally</li> </ul>
<ul style="list-style-type: none"> <li>Do the opposite of the given instructions</li> </ul>	<ul style="list-style-type: none"> <li>Have them repeat directions back to you to verify understanding</li> <li>If failure to follow directions creates distractions for other athletes, have the athlete sit out or work with an assistant coach until you can determine the reason for not following directions originally.</li> <li>Make sure you are stating the direction as a "positive" statement. "Dribble all the way to the basket and shoot a lay-up." As opposed to, "Never dribble all the way to the basket and then NOT take a lay-up"</li> </ul>
<ul style="list-style-type: none"> <li>Have difficulty listening attentively to stories, television show, records</li> </ul>	<ul style="list-style-type: none"> <li>Don't tell stories, watch TV or listen to records at Practice! What is this stuff!?</li> </ul>
<ul style="list-style-type: none"> <li>Have difficulty locating the direction of sounds</li> </ul>	<ul style="list-style-type: none"> <li>Switch to visual cues</li> <li>Set up a physical reaction to the sound no matter where it comes from. "When you hear my whistle, stop and look at the sideline"</li> </ul>
<ul style="list-style-type: none"> <li>Answer questions inappropriately</li> </ul>	<ul style="list-style-type: none"> <li>Establish that they understood the question by restating the question with their answer following and then asking if that was what they meant to say</li> </ul>
<ul style="list-style-type: none"> <li>Confuse time concepts (before/after)</li> </ul>	<ul style="list-style-type: none"> <li>Switch to physical (Kinaesthetic) mode so that the end of one action leads to next and will "feel" right. Like what is supposed to happen next</li> </ul>
<ul style="list-style-type: none"> <li>Confuse direction words (front/back)</li> </ul>	<ul style="list-style-type: none"> <li>Instead of saying, "Go to the top of the key." Say, "Come stand right here." So they have a visual and physical way to remember</li> </ul>
<ul style="list-style-type: none"> <li>Ask irrelevant questions</li> </ul>	<ul style="list-style-type: none"> <li>Make sure you understood the question, or what they were really asking. You may not understand at first, so ask them to help you understand the question</li> </ul>
<ul style="list-style-type: none"> <li>Show increased difficulty in any of the above areas when noise increases</li> </ul>	<ul style="list-style-type: none"> <li>Make a rule that it must be quiet when you are talking, and explain that it is because some athletes won't be able to understand if it is noisy. "Let's all help each other have the best chance to learn this skill!"</li> </ul>

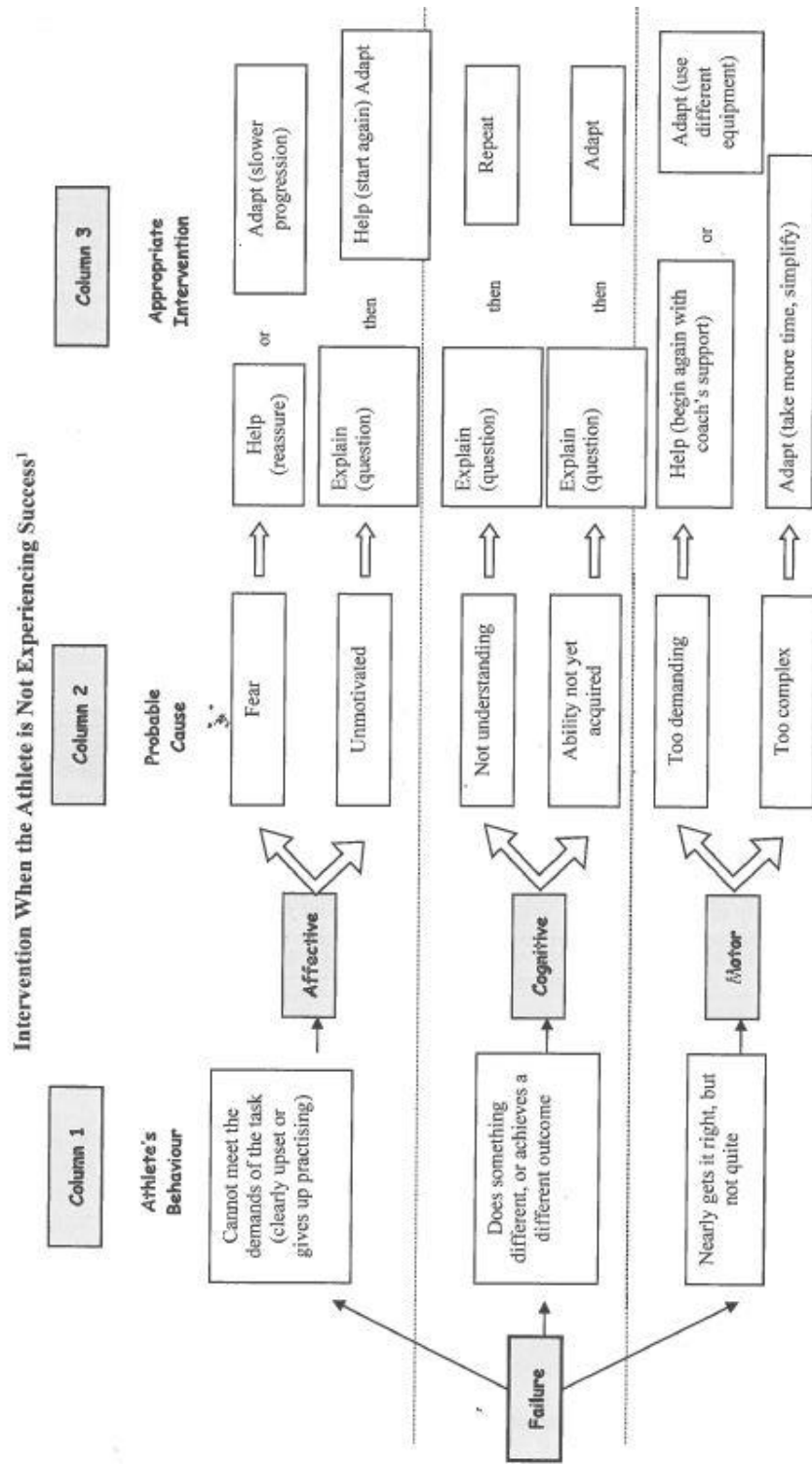
## Attention Skills

THEY MAY	ACCOMMODATIONS
<ul style="list-style-type: none"> <li>Fail to finish</li> </ul>	<ul style="list-style-type: none"> <li>Provide reward via praise or the right to move on once a task is completed.</li> </ul>
<ul style="list-style-type: none"> <li>Seem easily distracted</li> </ul>	<ul style="list-style-type: none"> <li>Keep them busy using a variety of short tasks.</li> <li>Quick with praise and often.</li> </ul>
<ul style="list-style-type: none"> <li>Appear not to listen</li> </ul>	<ul style="list-style-type: none"> <li>Touch on the shoulder and ask if they understand what to do.</li> </ul>
<ul style="list-style-type: none"> <li>Have difficulty concentrating on tasks requiring sustained attention</li> </ul>	<ul style="list-style-type: none"> <li>Break skills down into smaller tasks and keep instruction time limited so they move more quickly from one activity to the next.</li> <li>Teach as you do it with them.</li> </ul>
<ul style="list-style-type: none"> <li>Appear to act before thinking (impulse control)</li> </ul>	<ul style="list-style-type: none"> <li>Try to set it up so the impulse will be correct-alright, it's a long shot, but it's cool when it happens!</li> <li>Pair them with another athlete who can act as a screener for the impulse.</li> <li>Deep breaths help them slow down to focus and help you calm down as well!</li> </ul>
<ul style="list-style-type: none"> <li>Shift excessively from one activity to another</li> </ul>	<ul style="list-style-type: none"> <li>Set up rewards for mastering a skill before moving on.</li> <li>Ask them to teach the skill to another athlete who is having trouble. It keeps them focused on someone else's action and not on their desire to move on.</li> </ul>
<ul style="list-style-type: none"> <li>Have difficulty awaiting turns in games</li> </ul>	<ul style="list-style-type: none"> <li>Outline schedule so they understand expectations</li> </ul>
<ul style="list-style-type: none"> <li>Run about or climb on things excessively</li> </ul>	<ul style="list-style-type: none"> <li>Help organize activities/limit materials if feasible</li> </ul>
<ul style="list-style-type: none"> <li>Have difficulty staying seated</li> </ul>	<ul style="list-style-type: none"> <li>There shouldn't be a lot of sitting during a sports practice</li> <li>Have activities set up so that the minute they arrive they have something active they can start on. "The first thing you should do when you get to practice is get a ball and shoot 5 baskets from each of these blue 'X's."</li> </ul>

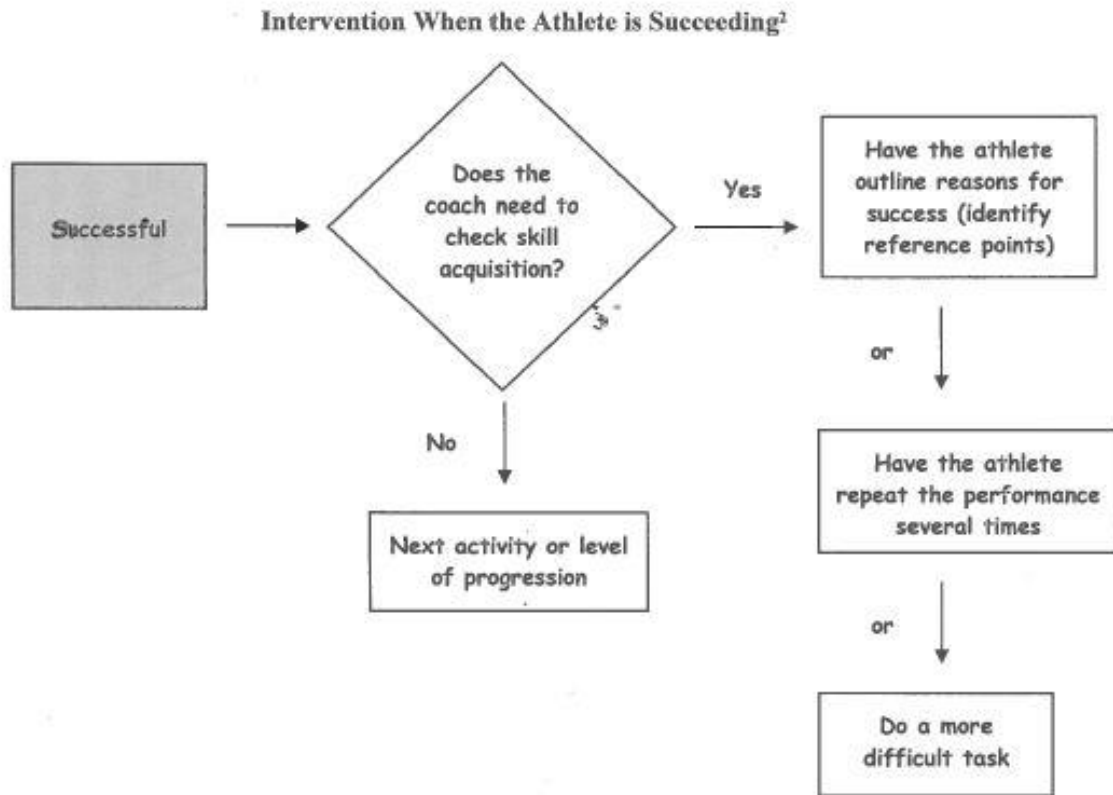
## Social Perception

THEY MAY	ACCOMMODATIONS
<ul style="list-style-type: none"> <li>• Make inappropriate comments</li> </ul>	<ul style="list-style-type: none"> <li>• Depends on the nature of the comments. If it is disruptive or makes other athletes uncomfortable - have them sit out or move to work with an assistant until you can explain that this is hurting their team mates.</li> </ul>
<ul style="list-style-type: none"> <li>• Make inappropriate use of personal space</li> </ul>	<ul style="list-style-type: none"> <li>• Do a warm up drill that establishes an arm's length-talk about giving everyone space.</li> <li>• Have partners shake hands and remind everyone that hand shake distance is usually best for talking. Any closer and people get nervous and can't focus on what you are saying;?;</li> </ul>
<ul style="list-style-type: none"> <li>• Have difficulty anticipating behaviour in others</li> </ul>	<ul style="list-style-type: none"> <li>• Repetition via drills will help in learning patterns of actions.</li> </ul>
<ul style="list-style-type: none"> <li>• Have difficulty on changing behaviour issues</li> </ul>	<ul style="list-style-type: none"> <li>• Reward and praise positive behaviour and changes. Notice and comment on improvements no matter how slight.</li> </ul>
<ul style="list-style-type: none"> <li>• Appear to be inflexible</li> </ul>	<ul style="list-style-type: none"> <li>• Give them a raise and promote them! (Doesn't this describe, v most management!)</li> <li>• Make every action a choice. Do you want to join the group over here or do you want to join the group over there? Try to avoid "or else" comments.</li> </ul>
<ul style="list-style-type: none"> <li>• Have difficulty responding to non-verbal cues, hand gestures, facial expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with different cues and have them decide which ones work best for them.</li> </ul>

## Intervention When the Athlete Isn't Experiencing Success



## Intervention When the Athlete is Succeeding





# Autism

## AUTISM MELTDOWNS COME FROM OVERWHELM OR OVERSTIMULATION

A **meltdown** is when the child loses control over his behavior and can only be calmed down by a parent, or when he reaches the point of exhaustion. These will sometimes be referred to as autism outbursts, but we will refer to it solely as an autism meltdown in this article.

Meltdowns are reactions to feeling overwhelmed and are often seen as a result of sensory overstimulation. Tantrums can lead to meltdowns so it can be hard to tell the difference between the two outbursts (and respond appropriately) if you're not attuned to your child's sensory signals.

When a person with autism experiences too much sensory stimulation, their central nervous system is overwhelmed and unable to process all of the input. It's a *physiological* "traffic jam" in your central nervous system and the sensory overstimulation is not unlike a maladaptive response to an actual traffic jam.

We've all had the experience of happily driving to our destination, cruising down the highway singing along to our favorite song, when all of a sudden traffic comes to a dead stop. Now, instead of comfortably cruising (our expectation for the situation), you're at a standstill surrounded by imposing big trucks, offensive exhaust fumes, blaring horns, and blazing hot sun peeking through your windows.

The anxiety of the situation is compounded by the sensations you're experiencing and, all of a sudden, the music in your own car is too much to bear (sensory overload).

The last thing you want is to be stuck in your car in that traffic jam - you want out!

But you can't go anywhere... the typical response at this point is agitation and frustration. Maybe you shut off the radio, close your eyes, and take some deep breaths to calm down (adaptive response). OR maybe you just can't handle it and have a road rage outburst (maladaptive response)!

In times of anxiety and stress, the sympathetic part of your Autonomic Nervous System produces cortisol hormones and triggers a "fight or flight response."

When people with autism or sensory processing dysfunction experience sensory overstimulation, they are unable to regulate the sensory inputs from their environment and their bodies perceive these inputs as threats.

While the road rage analogy may seem extreme, it is important to view these sensory meltdowns as physiological responses and not controllable behavioral reactions. You cannot expect logical, rational responses to sensory situations when your body is perceiving those situations as threatening.

Keeping this in mind, the strategies for managing meltdowns are much different than those of managing temper tantrums.

## WHAT TO DO WHEN AN ATHLETE WITH AUTISM HAS TANTRUM

Now that you understand the fundamental differences between temper tantrums and meltdowns, you'll recognize that the strategies to address tantrums are rooted more in **behavioral supports and skill-building**.

There are a number of coach-friendly resources that target tantrum management strategies and the majority of them focus on a three-fold approach/

### **1) RECOGNIZING THE MOTIVATION OR PURPOSE OF THE TANTRUM BEHAVIOR**

Here are a few examples of motivation children might have:

- to get attention
- to get what he wants/needs
- denial of want/need
- delayed access to what he wants/needs

Once you identify WHY your child is in a tantrum, you can respond more appropriately.

Recognize your child's needs in the moment, without giving into them.

For example: Bobby wanted to choose the TV show but his sister put on Sesame Street before he got to the remote to turn on Dora. Bobby is now on the floor kicking, yelling, and crying (tantrum). Bobby wanted to choose Dora as the TV show but didn't get his way (purpose of behavior). The adult could calmly, concisely respond with "I see that you are [angry/disappointed/frustrated] because you didn't get to choose your TV show. When you're calm, we'll talk about it (walk away)" (parental response).

When Bobby calms down, he can then be engaged in conversation about how to solve the TV show problem but he does not get his Dora TV show immediately.

### **2) REINFORCE POSITIVE BEHAVIOR**

Catch your child when they ARE responding appropriately to small problems and praise them or reward them for great behavior! A hug, high-five, or "Way to go!" are all ways of proactively avoiding those tantrum outbursts by teaching your athlete that he has your attention for the times he's successful too!

Calling attention to what he does right, in the moment, will also help him build on those successes and positively respond in the future!

### **3) BUILD THE SKILLS**

We know that children who demonstrate temper tantrums frequently struggle with impulse control, problem solving, delaying gratification, negotiating, communicating wishes and needs, knowing what's appropriate in given situations, and self-soothing.

Look for opportunities to build on these skills with your child and help them to be successful. It is best to work on these skills outside of tantrum moments, however.

## **AUTISM MELTDOWN STRATEGIES FOR ATHLETES**

You've heard the saying: "When you've met a child with autism, you've met one child with autism."

Because every **autistic child** presents differently, with varied skills, levels of relatedness, communication, and sensory processing profiles, it is impossible to have a one-solution-fits-all approach to managing meltdowns.

The following are some tips and strategies that have helped other parents, but you will have to consider these in terms of your individual child's needs.

We'd all like to avoid meltdowns completely, but that's not possible. Instead, some coaches find it helpful to put strategies in place to minimize the stress and anxiety of daily life that may contribute to a meltdown.

Some common ones are that support regulation across the day:

- Visual schedules
- Social stories
- Check off lists
- Activity or task schedules
- Routine sensory diet activities

Some parents find it helpful to schedule "quiet time" for their child, in order to allow for the downtime proactively before the activity of the day gets to be too much. Building in a "surprise" or "question mark" to visual schedules helps to shape behavioral responses to unexpected changes in routines that are often stressful.

Another key strategy is to get to know your child's signs of distress - Does he put his hands over his ears? Bolt from the room? Say "Go now!" or "Leave!", or do you notice an increase in his self-stimulatory behaviors (rocking, humming, hand flapping, self-injurious behavior)?

These signs of distress can be indicators that your athlete is quickly becoming overstimulated and needs your help regulating before reaching the point of meltdown.

In those meltdown moments, seek out a quiet, safe space. This may mean leaving the place that is causing the overstimulation (mall, grocery store, etc).

Allowing your child a safe space to calm down will also mean changing the amount of sensory input they are exposed to. Keep yourself calm, limit the verbal language you use, and offer deep touch pressure input to help your athlete calm down.

## TANTRUMS, MELTDOWNS, AND TAKEAWAYS

Both tantrums and meltdowns are manifestations of difficulty with emotional regulation skills and if they persist beyond the stages of typical development, can be associated with other diagnoses like ADHD, autism, sensory processing dysfunction, learning disabilities, depression, and anxiety.

While tantrums are behavioral in nature, meltdowns have a sensory, physiological basis that warrant different management strategies. While neither are fun outbursts to experience, focus part of your energy on proactively supporting your athlete's emotional regulation.

SOURCE: [HTTPS://HARKLA.CO/BLOGS/SPECIAL-NEEDS/AUTISM-TANTRUMS-MELTDOWN-STRATEGIES](https://harkla.co/blogs/special-needs/autism-tantrums-meltdown-strategies)

## Athletes with Challenging Behaviours

### What may cause an unexpected behaviour?

- Communicate a Need or Want
- Sensory Processing Issue
- Release Tension
- Preference for Routine/Ritual (fear of new)
- Fatigue
- Medical
- Boredom/Attention
- Complexity of task
- Frustration/Stress/Anxiety
- Pace of Instruction
- Unknown/All of the above

### Behavior is Communication

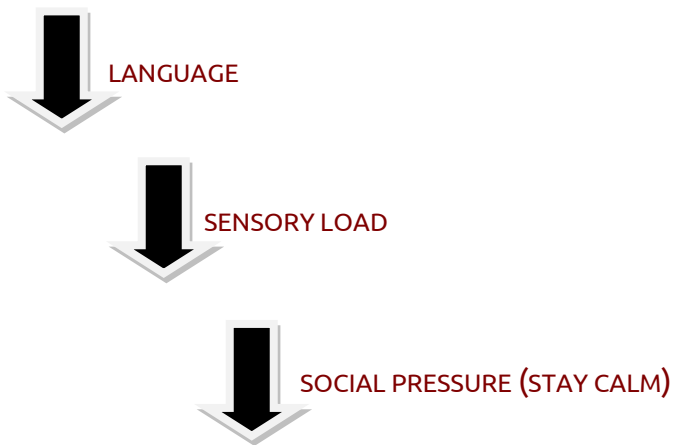
Behavior is often motivated by compulsivity. Pay attention to likes, dislikes and interests – use the athletes' strengths



## Strategies' for managing behaviour

- Avoid immediate interpretation of behavior as non-compliance
- Reduce sensory stimulation
- Avoid confrontations by establishing proactive routines and systematic habits
- Understand the individual
- Set up structure
- Develop pro-active routines
- Develop effective communication systems
- Build on strengths and interests
- Create rules for athletes to “read” as necessary
- Positive rewards work better than punishment
- Write it down / or draw it out!

## In A Crisis



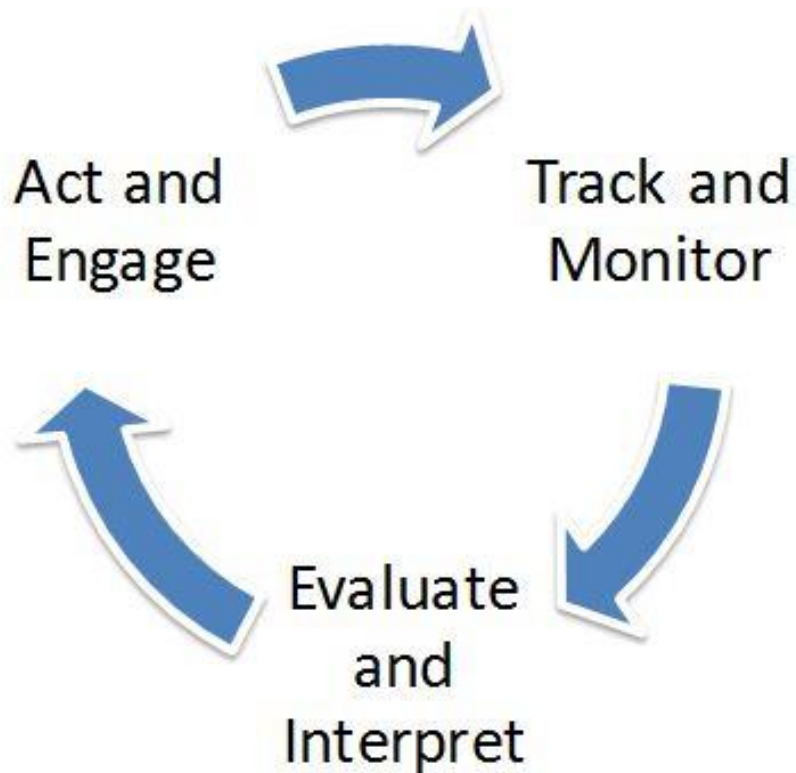
After a crisis situation, brainstorm regarding the situation with other coaches/volunteers.

Directly after a “meltdown” is NOT a teachable moment!!!!

## Remember!

Working with Individuals with an Intellectual Disability is an...

### On Going Process



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*Tell me, and I'll forget  
Show me, and I'll remember  
Involve me, and I will understand  
Chinese Proverb*

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## Tips for Starting the Practice on a Positive Note

When planning practices it is important to start off on the “right foot” with your athletes. Here are a few ideas to improve your practices from the start:

- Arrive well ahead of the start of practice in order to be available for coach/athlete discussions, to arrange equipment, and do a safety check
- Greet your athletes by their first names
- Project a good mood
- Use idle chatter to create a feeling of ease
- Conduct a group activity early in the warm-up phase to generate a feeling of togetherness (e.g. stretching exercises)
- Keep your starting activities fairly constant to set a routine. As practice continues, you can vary routine. Progress from simple, familiar routines to difficult, unknown ones.
- Keep verbal communication at a high level at the start
- Use good-natured humour as way of “breaking the ice” and for building up coach/athlete relationships, especially if you are comfortable with this kind of approach.

## Coaching Tips

### Developmental Appropriateness

- Be patient as development happens at different times
- Make realistic goals; be proud of small successes
- Start with basics
- Ask athletes to perform technical skills (fundamentals) and tactical skills (game or event strategies) that are developmentally appropriate relative to athletes' physical and intellectual capabilities
- Introducing skills that are too advanced for athletes' capabilities can lead to unsafe sport environments and frustration
- Conversely, asking athletes to perform skills that are not challenging and do not promote skill development can lead to boredom and regression of skill level
- Coaches may notice that an athlete's chronological age may not always align with his or her developmental age and/or maturity level

### Behavior Modification

#### ***Observation of Athlete's Behavior during Training or Competition***

- Observe specific athlete behaviors in order to determine the coaching strategies and structure needed to address behaviors that may inhibit the athletes' participation in training or competitive environments

#### ***Redirecting Undesirable Behavior***

- Redirection for many of the negative interactions should be consistent
- All behaviors are driven by a need to get something (praise/reward) or avoid something (non-preferred activity)
- When we know what drives a behavior, we can develop a plan for changing it
- Change is slow and steady if it is to be long-lasting

### Communication

- Ensure athletes are enjoying themselves
- Employ several communication methods when conveying information to athletes, and check in with each athlete frequently during practice
- Communication methods include: verbal, gesture cues (thumbs up, high-fives), and pointing to pictures
- Coaches encouraged to;
  - Be respectful
  - Be clear



- Be concrete
- Be concise
- Be consistent
- Make words command-oriented
- Make sure an athlete is looking at you and can hear you
- Ask athletes questions rather than always providing directions

## Teaching Sportsmanship and Teamwork

### ***Athlete Conduct***

Responsible for keeping athletes under control

Set team rules for good behavior. Consider team rules in these areas of competition conduct: Athlete language; Athlete behaviour; Interactions with officials or judges; Discipline for misbehaviour

#### ***Tips:***

- Keep your demeanor even and positive
- conduct your responsibilities the same regardless of the score
- help correct your athletes' errors in a positive manner
- continue to offer encouragement to each athlete

## After Competition

- Join your team in congratulating the coaches and athletes of the opposing team, and thank the officials (be prepared to discuss problems that occurred during competition)
- Check on any injuries
- Hold a brief meeting—or “team circle”—to ensure that your athletes are on an even keel, whether they won or lost
- Do a “Cool Down,” stretching all major muscles
- When celebrating a victory, make sure your team does so in a way that doesn’t show disrespect for the opponents; celebrate with no taunting or boasting
- Regardless of outcome, stay positive. If your team has made a winning effort, let them know this. After a loss, help them keep chins up and maintain a positive attitude that will carry over into the next practice and contest
- When the athletes return to practice after a competition:
  - Let the previous competition go
  - Learn from the experience
  - Make needed corrections
  - Focus on the next opponent and next competition

# Code of Conduct and Ethics

This Policy has been prepared by Special Olympics Canada and is a Pan-Canadian Policy applicable to Special Olympics Canada and its Chapters. This document cannot be modified by a Chapter without consultation and approval from Special Olympics Canada.

## **Definitions**

1. The following terms have these meanings in this Code:

- a) "Chapter" – means the Provincial or Territorial Special Olympics Organization recognized by Special Olympics Canada as a provincial or territorial governing body of Special Olympics
- b) "Code" – means this Special Olympics Canada Code of Conduct and Ethics
- c) "Individuals" – means all categories of membership defined in the Special Olympics Canada Bylaws or Chapter Bylaws, as well as all individuals employed by, or engaged in activities with, Special Olympics Canada or their Chapters including, but not limited to, employees, contractors, athletes, coaches, mission staff, chefs de mission, officials, volunteers, managers, administrators, committee members, parents or guardians, and directors and officers
- d) "Workplace" – means any place where business or work-related activities are conducted. Workplaces include but are not limited to, the Special Olympics Canada or their Chapters' office, work-related social functions, work assignments outside the office, work-related travel, and work-related conferences or training sessions.

## **Purpose**

2. The purpose of this Code is to ensure a safe and positive environment within Special Olympics Canada and their Chapters' programs, activities, and events by making Individuals aware that there is an expectation, at all times, of appropriate behaviour. Special Olympics Canada and their Chapters supports equal opportunity, prohibits discriminatory practices, and is committed to providing an environment in which all individuals are treated with respect and fairness.

## **Application of this Code**

3. This Code applies to Individuals' conduct during Special Olympics Canada or their Chapter's workplace, business, activities, and events including, but not limited to, competitions, tournaments, practices, tryouts, training camps, travel associated with Special Olympics Canada or Chapter activities, Special Olympics Canada or Chapter Board of Director meetings and any other Special Olympics Canada or Chapter meetings.

4. An Individual who violates this Code may be subject to sanctions pursuant to Special Olympics Canada's Discipline and Complaints Policy. In addition to facing possible sanctions pursuant to Special Olympics Canada's Discipline and Complaints Policy, an Individual who violates this Code during a competition may be ejected from the competition or the playing area, and the Individual may be subject to sanctions pursuant to that competition's policies.

5. This Code also applies to Individuals' conduct outside of Special Olympics Canada or Chapter business, activities, and events when such conduct adversely affects relationships within Special Olympics Canada or its Chapter(s) (and its work and sport environment) and is detrimental to the image and reputation of Special Olympics Canada or the Chapter. Such applicability will be determined by Special Olympics Canada or the Chapter, as applicable, at its sole discretion.

## **Responsibilities**

6. Individuals have a responsibility to:

- a) Maintain and enhance the dignity and self-esteem of Individuals and other persons by:
  - i. Demonstrating respect to individuals regardless of body type, physical characteristics, athletic ability, race or perceived race, nationality, ancestry, place of origin, color, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, class, marital status, family status, religion, political belief, physical or mental disability, economic status or source of income
  - ii. Focusing comments, criticism or disciplinary actions appropriately

- iii. Demonstrating the spirit of sportsmanship, sport leadership, and ethical conduct
- iv. Acting, when appropriate, to correct or prevent practices that are unjustly discriminatory
- v. Treating individuals fairly and reasonably
- vi. Adhering to Special Olympics Canada and Chapter rules and policies and the spirit of those rules and policies

b) Refrain from any behaviour that constitutes harassment, where harassment is defined as comment or conduct directed towards an individual or group, which is offensive, abusive, racist, sexist, degrading, or malicious. Types of behaviour that constitute harassment include, but are not limited to:

- i. Written or verbal abuse, threats, or outbursts
- ii. The display of visual material which is offensive or which a reasonable person ought to know is offensive in the circumstances
- iii. Unwelcome remarks, jokes, comments, innuendo, or taunts
- iv. Leering or other suggestive or obscene gestures
- v. Condescending or patronizing behaviour which is intended to undermine self-esteem, diminish performance or adversely affect working conditions
- vi. Practical jokes which cause awkwardness or embarrassment, endanger a person's safety, or negatively affect performance
- vii. Any form of hazing where hazing is defined as any potentially humiliating, degrading, abusive, or dangerous activity
- viii. Retaliation or threats of retaliation against an individual who reports harassment to Special Olympics Canada or a Chapter
- ix. Bullying
- x. Offensive or intimidating communications, including social media
- xi. Inappropriate use of social media
- xii. Displaying or circulating offensive pictures, photographs or materials in printed or electronic form
- xiii. Psychological abuse
- xiv. Discrimination
- xv. Words or actions which are known or should reasonably be known to be offensive, embarrassing, humiliating, demeaning or intimidating
- xvi. Behaviours such as those described above that are not directed towards a specific individual or group but have the same effect of creating a negative or hostile environment

c) Refrain from any behaviour that constitutes violence, where violence is defined as the exercise of physical force, that causes or could cause physical injury; an attempt to exercise physical force that could cause physical injury; or a statement or behaviour that it is reasonable to interpret as a threat to exercise physical force. Types of behaviour that are applicable to this section include, but are not limited to:

- i. Verbal threats to attack
- ii. Sending to or leaving threatening notes or emails
- iii. Making threatening physical gestures
- iv. Wielding a weapon
- v. Hitting, pinching or unwanted touching which is not accidental
- vi. Throwing an object
- vii. Blocking normal movement or physical interference, with or without the use of equipment
- viii. Any attempt to engage in the type of conduct outlined above

d) Refrain from any behaviour that constitutes sexual harassment, where sexual harassment is defined as unwelcome sexual comments and sexual advances, requests for sexual favours, or conduct of a sexual nature. Types of behaviour that constitute sexual harassment include, but are not limited to:

- i. Sexist jokes
- ii. Sexual violence
- iii. Display of sexually offensive material
- iv. Sexually degrading words used to describe a person
- v. Inquiries or comments about a person's sex life
- vi. Unwelcome sexual flirtations, advances, requests, invitations or propositions
- vii. Inappropriate sexual touching, advances, suggestions or requests
- viii. Unwanted physical contact including, but not limited to, touching, petting, pinching, or kissing
- ix. Physical or sexual assault

e) Abstain from the use of illegal drugs, or illegal or non-prescribed performance-enhancing drugs or methods.

f) Refrain from the use of power or authority in an attempt to coerce another person to engage in inappropriate or unwanted activities

- g) While acting in the capacity as either a coach or volunteer responsible for supervising activities and/or athletes, refrain from consuming recreational drugs, intoxicants or alcohol.
- h) Respect the property of others and not willfully cause damage
- i) Adhere to all federal, provincial, municipal and host country laws
- j) Comply, at all times, with Special Olympics Canada and Chapter bylaws, policies, procedures, and rules and regulations, as adopted and amended from time to time
- k) Treat all other Individuals with respect
- l) Report to Special Olympics Canada or a Chapter any ongoing criminal investigation, conviction, or existing bail conditions involving yourself, including, but not limited to, those for violence, child pornography, or possession, use, or sale of any illegal substance

### **Volunteers**

7. In addition to section 6 (above) volunteers have additional responsibilities. Volunteers are a critical part of the organization and the organization's success is directly related to volunteers carrying out their assigned responsibilities. Volunteers will:

- a) Act with honesty and integrity while carrying out any assigned responsibilities
- b) Comply with both the letter and the spirit of any training or orientation provided by Special Olympics Canada and its Chapters
- c) Take responsibility for actions and decisions. Follow reporting lines to facilitate the effective resolution of problems
- d) Prudently manage and allocate assets and resources, both financial and material
- e) Abide by applicable conflict of interest and confidentiality policies
- f) Use inoffensive language
- g) Dress professionally, neatly, and inoffensively

8. Volunteers will not:

- a) Exceed the authority of assigned position
- b) Encourage athletes to consume illegal drugs, alcohol or performance-enhancing drugs
- c) Engage in a sexual relationship with an athlete

### **Coaches**

9. In addition to section 6 (above), coaches have many additional responsibilities. The coach-athlete relationship is a privileged one and plays a critical role in the personal, sport, and athletic development of the athlete. Coaches must understand and respect the inherent power imbalance that exists in this relationship and must be extremely careful not to abuse it, consciously or unconsciously.

Coaches will:

- a) Ensure a safe environment by selecting activities and establishing controls that are suitable for the age, experience, ability, and fitness level of the involved athletes
- b) Prepare athletes systematically and progressively, using appropriate time frames and monitoring physical and psychological adjustments while refraining from using training methods or techniques that may harm athletes
- c) Avoid compromising the present and future health of athletes by communicating and cooperating with medical professionals in the diagnosis, treatment, and management of athletes' medical and psychological treatments
- d) Support the coaching staff of a training camp, provincial team, or national team, should an athlete qualify for participation with one of these programs
- e) Provide athletes (and the parents/guardians of minor athletes) with the information necessary to be involved in the decisions that affect the athlete
- f) Act in the best interest of the athlete's development as a whole person
- g) Meet the coaching credentials, as required by Special Olympics Canada and its Chapters
- h) Respect athletes playing with other teams and, in dealings with them, not encroach upon topics or actions which are deemed to be within the realm of 'coaching', unless after first receiving approval from the coaches who are responsible for the athletes
- i) Recognize the power inherent in the position of coach and respect and promote the rights of all participants in sport. This is accomplished by establishing and following procedures for confidentiality (right to privacy), informed participation, and fair and reasonable treatment. Coaches have a special responsibility to respect and promote the rights of participants who are in a vulnerable or dependent position and less able to protect their own rights
- j) Dress professionally, neatly, and inoffensively
- k) Use inoffensive language

10. Coaches will not:

- a) Exceed the authority of assigned position
- b) Provide athletes with, or promote, encourage or condone the use by athletes of illegal drugs, alcohol, or performance enhancing substances or methods.
- c) Engage in a sexual relationship with an athlete

***Athletes (with the assistance of their caregivers when necessary)***

11. In addition to section 6 (above), athletes will have additional responsibilities to:

- a) Report any medical problems in a timely fashion, when such problems may limit their ability to travel, practice, or compete
- b) Participate and appear on-time and be prepared to participate to their best abilities in all competitions, practices, training sessions, tryouts, tournaments, and events
- c) Properly represent themselves and not attempt to participate in a competition for which they are not eligible by reason of age, classification, or other reason
- d) Adhere to Special Olympics Canada and Chapter rules and requirements regarding clothing and equipment
- e) Never ridicule a participant for a poor performance or practice
- f) Act in a sportsmanlike manner and not display appearances of violence, foul language, or gestures to other players, officials, coaches, or spectators
- g) Dress in a manner representative of Special Olympics Canada and its Chapters, focusing on neatness, cleanliness, and discretion
- h) Act in accordance with Special Olympics Canada and Chapter policies and procedures and, when applicable, additional rules as outlined by coaches or managers

***Directors, Committee Members, and Staff***

12. In addition to (i) section 6 (above), (ii) The Conflict of Interest Policy, and (iii) the Confidentiality Policy, the Directors, Committee Members, and Staff will have additional responsibilities to:

- a) Ensure their loyalty prioritizes the interests of Special Olympics Canada or a Chapter, as applicable;
- b) Act with honesty and integrity and conduct themselves in a manner consistent with the nature and responsibilities of the business and the maintenance of Individuals' confidence
- c) Ensure that financial affairs are conducted in a responsible and transparent manner with due regard for all fiduciary responsibilities
- d) Conduct themselves openly, professionally, lawfully and in good faith
- e) Be independent and impartial and not be influenced by self-interest, outside pressure, expectation of reward, or fear of criticism
- f) Behave with decorum appropriate to both circumstance and position
- g) Exercise the degree of care, diligence, and skill required in the performance of their duties pursuant to applicable laws
- h) Respect the confidentiality appropriate to issues of a sensitive nature
- i) Respect the decisions of the majority and resign if unable to do so
- j) Commit the time to attend meetings and be diligent in preparation for, and participation in, discussions at such meetings
- k) Have a thorough knowledge and understanding of all governance documents

***Officials***

13. In addition to section 6 (above), officials will have additional responsibilities to:

- a) Maintain and update their knowledge of the rules and rules changes
- b) Work within the boundaries of their position's description while supporting the work of other officials
- c) Act as an ambassador of Special Olympics by agreeing to enforce and abide by national and provincial rules and regulations
- d) Take ownership of actions and decisions made while officiating
- e) Respect the rights, dignity, and worth of all individuals
- f) Not publicly criticize other officials or any club or association
- g) Act openly, impartially, professionally, lawfully, and in good faith

- h) Be fair, equitable, considerate, independent, honest, and impartial in all dealings with others
- i) Respect the confidentiality required by issues of a sensitive nature, which may include ejections, defaults, forfeits, discipline processes, appeals, and specific information or data about Individuals
- j) Honour all assignments unless unable to do so by virtue of illness or personal emergency, and in these cases inform the assignor or association at the earliest possible time
- k) When writing reports, set out the true facts
- l) Dress in proper attire for officiating

### ***Parents/Guardians and Spectators***

14. In addition to section 6 (above), parents/guardians and spectators at events will:

- a) Encourage athletes to compete within the rules and to resolve conflicts without resorting to hostility or violence
- b) Condemn the use of violence in any form
- c) Never ridicule a participant for making a mistake during a performance or practice
- d) Provide positive comments that motivate and encourage participants' continued effort
- e) Respect the decisions and judgments of officials, and encourage athletes to do the same
- f) Never question an official's or staff member's judgment or honesty
- g) Support all efforts to remove verbal and physical abuse, coercion, intimidation, and sarcasm
- h) Respect and show appreciation to all competitors, and to the coaches, officials and other volunteers
- i) Not harass competitors, coaches, officials, parents/guardians, or other spectators